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ABSTRACT

This second annual report identifies the specific progress made by South Dakota during 1991-92 toward achievement of the six National Education Goals. The state's objectives to achieve each of the six goals are outlined, as well as actions taken and proposals made. "Families First," a state initiative that focuses on strengthening the family structure, is also described. The program, which will positively affect all six National Education Goals, seeks to reform health care, restructure education, reinforce families, and redirect at-risk youth. One table, a statistical summary of the state's elementary and secondary schools, is included. (LMI)

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NATIONAL EDUCATION GOALS

SOUTH DAKOTA

PROGRESS REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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September 30, 1992

EA 025 023

George S. Mickelson, Governor

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A MESSAGE FROM GOVERNOR GEORGE S. MICKELSON

Even before President Bush introduced the National Education Goals in 1989, teachers, parents and administrators in South Dakota were taking a critical look at the state's education programs. Today, the 1992 state progress report on the National Education Goals shows we have come a long way but we still have much more to accomplish.

We have taken a hard look at the entire education system and, through the modernization program, we have set up pilot projects to test new ideas. We have created a report card system that will be implemented statewide this year.

In addition, we have refocused our efforts to better address the needs of at-risk youth and families. A new initiative, Families First, seeks to strengthen families by promoting the importance of family, personal responsibility and early intervention through community-based programs. Strong families provide the very basic foundation children need to develop self-esteem, good study habits and enthusiasm for learning.

South Dakota educators, administrators and parents are dedicated to making our educational system one of the best in the nation. They have challenged themselves to meet the education goals and are working hard to accomplish those goals. I congratulate them for their hard work, dedication and loyalty to the task of preparing our children to become tomorrow's leaders.

Department of Education and Cultural Affairs

President Bush and the nation's governors met at an historic education summit three years ago to analyze America's educational system and to determine methods of preparing America's young to compete in a global, high-tech economy.

America 2000, encompassing six National Education Goals, was prescribed to produce high educational results by the turn of the century.

South Dakota has challenges and opportunities which are similar to those experienced by the rest of the nation; we also have issues which are unique to our state. Our efforts to address the six national goals, concise yet comprehensive, reflect the needs and resources of our state.

This is the second annual report identifying specific progress toward achievement of those goals. It summarizes both our successes and our challenges.

This report, in and of itself, is not a plan or panacea—rather, it is a measurement device to be used as a tool in determining where South Dakota can best put its time, talent and money to competitively educate our young people.

Respectfully,

John A. Bonaiuto, Ed.D.
Secretary

Introduction

During the 1989 Centennial Education Summit, Governor George S. Mickelson asked South Dakota teachers, parents and business people to discuss and identify the state's needs and priorities in education. In September 1989, the Governor took the findings of the Centennial Education Summit to the historic National Education Summit where President Bush and the nation's governors drafted the six National Education Goals and charted the future of education in the United States.

The six National Education Goals were formally announced to the nation in early 1990 by the National Governors' Association.

South Dakota has adopted the national goals as state goals.

This is the second annual report on the progress South Dakota is making toward attaining these six goals.

A year ago, South Dakota listed several education-related initiatives which are now part of the basic education structure which serves as a foundation for achieving educational success on all fronts by the year 2000. An Office of Child Care Services, a Governor's Youth At Risk Trust Fund, the Modernizing K-12 Education program, a National Science Foundation grant and additional state funding for adult literacy efforts were among the initiatives.

During the past year, Governor Mickelson established "Families First," a broad-based initiative to empower communities to identify and meet local human service needs and to tightly manage state and federal programs in areas of health care, social services, human services, corrections, and education. One goal of "Families First" is economic independence for adults and assurance of meeting the basic needs of children.

Extensive efforts to promote community involvement in reaching the six national goals are implemented on a continuing basis.

The aim of the National Education Goals is to improve education to benchmark levels by the year 2000. This report is an important step in assessing the status of education in South Dakota and determining our progress toward reaching those goals.

This report is not all inclusive. Detailed information on programs may be obtained by contacting the Department of Education and Cultural Affairs, the Department of Human Services, the Department of Labor, the Department of Health, the Department of Social Services or the Office of the Attorney General.

STATISTICAL SUMMARY OF ELEMENTARY AND SECONDARY SCHOOLS

as reported September 9, 1991

	PUBLIC	NONPUBLIC	TOTAL
NUMBER OF SCHOOL DISTRICTS/SYSTEMS	178	88	266
Contract K-12 out-of-state	5	0	5
Operate a K-12 program	169	12	181
Operate only a secondary program	0	5	5
Operate only an elementary program	4	41	45
3 contract secondary to other districts			
7 contract secondary out-of-state			
Special Education		30	30

NUMBER OF SCHOOLS	PUBLIC	NONPUBLIC	TOTAL
High Schools	172	23	195
Junior High Schools	109	11	120
Middle Schools	48	5	53
Elementary Schools	447	85	532
Special Education Schools	10	37	47

1991-92 INFORMATION

SCHOOL ENROLLMENT	PUBLIC	NONPUBLIC	TOTAL
Kindergarten	10,451	1,275	11,726
Grade 1	10,768	1,312	12,080
Grade 2	10,477	1,278	11,755
Grade 3	10,465	1,257	11,722
Grade 4	10,793	1,230	12,023
Grade 5	10,727	1,179	11,906
Grade 6	10,713	1,054	11,767
Grade 7	10,433	957	11,390
Grade 8	9,762	864	10,626
K-8 Subtotal	94,589	10,406	104,995
Grade 9	9,651	1,212	10,863
Grade 10	9,045	907	9,952
Grade 11	8,339	749	9,088
Grade 12	7,692	657	8,349
9-12 Subtotal	34,727	3,525	38,252
Special Education	1,730	773	2,503

OTHER ENROLLMENT	
K-12 contracted out-of-state	358
Approved public and private nursery schools	576
Approved private special education schools	366
Alternative schools/home instruction (1990-91)	1,897

FAMILIES FIRST South Dakota

Families First is a process that will place an emphasis on helping to strengthen the family structure in South Dakota.

To make it happen, several tough issues must be tackled. The difficulties and stresses which drain a family's resources must be reduced. People need to work together - parents, churches, schools, governments, law enforcement, health care providers, and businesses - so that South Dakota becomes an even better place to live, work and raise a family.

Families First directly involves four distinct areas: health care, education, family support, and juvenile justice.

1

REforming Health Care – Many families can't bear the direct costs of medical services or escalating health insurance. Therefore, they live without necessary medical care altogether. To solve this problem, people need access to quality health care at an affordable price to care for themselves and their families. To make that happen, we must:

- Expand prevention and primary care
- Promote healthy lifestyles
- Create better community-based delivery
- Improve access to health insurance

2

REstructuring Education – Our young people are South Dakota's most valuable resource. However, for them to realize their full potential, they must have the knowledge and skills they will need to compete in the 21st century. Improving and redesigning our educational system will strengthen families and give our children the tools they need for success and happiness. To succeed we need to:

- Ensure that all children start school ready to learn
- Keep all students in school
- Increase local flexibility
- Coordinate current programs

3

4

Governor Mickelson recently announced the "Families First" initiative which is included in this report because it has a positive effect on all six National Education Goals.

1234

REinforcing Families – Children grow and develop best in loving families which provide nurturing care. All efforts must be made to assist and strengthen families to meet the needs of their children. When families need special assistance, it is important they receive the support needed to strengthen and stabilize themselves. To support families we must:

- Promote independent and self-sufficient families
- Strengthen comprehensive home-based services to limit the removal and out-of-home placement of children.
- Expand affordable, quality child care
- Increase community resources for children with severe disabilities
- Intensify child support enforcement and collection

REdirecting At-Risk Youth – Family, personal and school problems can negatively affect a youth's ability to make a successful transition to adulthood. Too many young people are steering their lives into unproductive and harmful directions. Through better intervention and more emphasis on prevention, families can become better equipped to help their children become productive and self-sufficient citizens. To accomplish that we must:

- Involve families and communities in prevention strategies
- Work with troubled youth in their home and community
- Expand community-based resources for troubled youth
- Increase alcohol and drug programs

By combining all four of these strategies under the, **Families First** process, South Dakotans will be able to better coordinate and improve what governments and communities do for families and children.

REforming Health Care

REstructuring Education

REinforcing Families

REdirecting At-risk Youth

National

1 *"By the year 2000, all children in America will start school ready to learn."*

2 *"By the year 2000, the high school graduation rate will increase to at least 90 percent."*

3 *"By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."*

Education Goals

4 ***"By the year 2000, U.S. students will be first in the world in science and mathematics achievement."***

5 ***"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."***

6 ***"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."***

Goal One
Readiness for School

"By the year 2000, all children in America will start school ready to learn."

Objectives

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birth-weight babies will be significantly reduced through enhanced prenatal health systems.

Update '92 Prenatal Care

In 1990, there were 560 low birthweight births (less than 5½ pounds) equaling 5.1 percent of all live births in South Dakota. This is a decrease of 0.3 percent from the previous year. Distribution of birthweight by race shows no variation between whites and Native Americans.

Around 78 percent of South Dakota mothers begin care in the first trimester of pregnancy; just over 1 percent do not receive prenatal care.

White women initiate care earlier than Native American women as only 56 percent of Native American mothers began care in the first trimester. Almost 5 percent of Native American mothers did not obtain adequate care. Seventeen percent of all mothers with low birthweight babies had fewer than five prenatal care visits. However, for Native American mothers as a group, 39 percent have fewer than 5 prenatal care visits.

The South Dakota Department of Health has expanded the pre-term labor prevention project from 11 to 15 communities. The program includes community education, professional education for clinic and hospital staff, and local monitoring of pre-term deliveries. The goal is to help pregnant women identify pre-term labor early enough that it can be treated, thus preventing pre-term births.

Through local Community Health Nursing Offices, the Department of Health also offers a variety of prenatal education services (including referral to physicians) which target a generally low-income, high-risk population.

The Department of Health has a five-year grant for preventing disabilities including Fetal Alcohol Syndrome (FAS) caused by mothers who drink alcohol during pregnancy. During the initial stages of the grant, the department works with a multi-disciplinary statewide task force to develop a strategic plan and initiate programs to prevent FAS.

Conclusion

Mothers who do not obtain prenatal care until the second trimester or who make fewer than 5 prenatal visits receive inadequate care. Despite a slight decrease in low birthweight births, more must be done to emphasize the need for prenatal care visits for all mothers, but in particular with Native American mothers. Expansion of the pre-term labor prevention project and receipt of the five-year FAS grant are clear indicators of progress relating to prenatal awareness to reduce prenatal and early childhood deficiencies.

Update '92 Health

South Dakota is taking steps to address the issue of health care reform. During the 1992 legislative session, a bill was passed creating an advisory commission on health care. The purpose of the commission, which will be appointed in the fall of 1992, is to guide efforts toward reforming the state's health care system. The Departments of Health, Social Services, Human Services, Commerce and Regulation, and the Bureau of Personnel are involved in the groundwork. In addition, Governor Mickelson recently assembled the state's first forum on health care reform. This group identified 15 gaps in the state's health care system and recommended more than 50 specific approaches for dealing with those gaps.

Conclusion

According to a Department of Health survey, 8 percent of South Dakota's children ages birth to 17 have no health insurance or health care under government programs such as Medicaid. Essentially, this means they have no access to health care. Access to regular health care for all South Dakotans is a priority of Governor Mickelson. South Dakota is actively pursuing solutions to health care needs through continued efforts of the Department of Health in concert with the Governor's Rural Health Strategy Session, the Office of Rural Health and the Department of Social Services.

Access to regular health care for all South Dakotans is a priority of Governor Mickelson

Update '92 Nutrition

One hundred sixty-five daycare centers and 652 daycare homes participate in the Child and Adult Care Food Program. During the previous year, 162 daycare centers and 564 daycare homes participated. Institutions are reimbursed for meals served, which reduces parental costs. Lunches are served to more than 6,000 preschoolers each day. Child care providers may also serve breakfast, snacks and suppers to children and receive additional reimbursement. Preschool programs located in schools may also participate in school lunch and special milk programs. Five more schools began school breakfast programs in 1991-92. U.S. Department of Agriculture School breakfast grants were received by 26 school sites in South Dakota for 1992-93.

The South Dakota Board of Education and the South Dakota School Food Service Association have endorsed a nutrition policy which meets the dietary guidelines recommended for the United States. Educational materials have been developed to promote good nutrition.

Conclusion

Last year, gains were made in nutrition education as well as in actually improving the nutrition of students from preschool through high school.

Update '92 Preschool Readiness

South Dakota is in its fourth year of participation in the federal Part H, a program under the Individuals With Disabilities Education Act for infants and toddlers with disabilities age birth through 2 and their families. The program 1) develops and implements a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services, 2) facilitates the coordination of early intervention resources from federal, state, local and private sources, and 3) enhances the state's capacity to provide quality early intervention services.

The Department of Education and Cultural Affairs, designated by the Governor as the lead agency in administration of Part H, works closely with the Departments of Health, Social Services, Human Services and the Unified Judicial System in attaining the purposes outlined the in paragraph above. Thirty-four local interagency networks have been established to address the needs of children with special needs and their families. Two hundred forty-nine children with disabilities have been identified and served to date.

The Department of Education and Cultural Affairs also administers the Preschool Grant Program established pursuant to P.L. 99-457. Under this program, the department identifies and provides services to children age 3, 4 and 5 with disabilities. Seventy-five percent of the state's FY 91 grant of $1,654,154 went to local education agencies to provide such services to preschoolers. To date, 2,193 children (in this age group) with disabilities have been identified and served.

Project Checkpoint, now in its second year, is a federal program within the Department of Education and Cultural Affairs to promote collaboration among the state's 12 regional and tribal Head Start programs which serve young children and their families.

Chapter 1 reading and mathematics programs have expanded services to provide early childhood education for economically disadvantaged children. Preschool programs in local schools have expanded from 1 to 20 in the past two years.

South Dakota Public Broadcasting continues to offer television programs designed to help every child enter school ready to learn. Motivation of both children and parents is an inherent aspect of the project. It also offers telecourses and training for daycare providers and parents.

The Office of Child Care Services in the Department of Social Services administers a $3.9 million federal grant to improve affordability, accessibility and quality child care. Funds are used to assist low-income families with child care costs and to provide matching fund grants for early childhood programs. The Office has improved daycare services for 1,400 children.

Preschool programs in local schools have expanded from 1 to 20 in the past two years

The Office of Child Care Services

- Assists low-income families with child care costs
- Improves availability and quality of daycare through matching grants for early childhood education, before/after-school daycare programs, health and safety requirements, daycare provider training and consumer information
- Works with the Child Care Task Force on the state child care plan
- Monitors and enforces licensing and registration requirements
- Works with parents to promote parental responsibility in selecting child care

Conclusion

Preparing children mentally and physically for school is a statewide effort which is meeting with success. In addition to governmental units, the programs directly involve parents and communities.

Eighty-six percent of South Dakota high school students describe themselves as being white, 10 percent American Indian and 4 percent other.

Seventeen percent of the South Dakota high school students are 18 or older, 49 percent are 16 or 17, and 34 percent are 15 or younger.

The male-female ratio of South Dakota high school students is 50-50.

Goal Two
High School Completion

"By the year 2000, the high school graduation rate will increase to at least 90 percent."

Objectives

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graudation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Update '92 Graduation

South Dakota's young people completed high school in public/non-public systems at the rate of 83.8 percent during the 1990-91 school year, the most recent year for which figures are available. This rate places South Dakota among the top 10 in the nation. At the same time, the other half of the equation—the dropout rate of 16.2 percent over 4 years—is a great concern to educators and state leaders. It is important to note that the percentage of students who drop out somewhere in grades 9-12 during the 1990-91 school year is 4.04 percent (about 1,487 students); the cumulative effect over the 4 years of high school results in an overall 16.2 percent of young people who started high school but did not finish.

The high school completion rate in South Dakota public schools is only slightly better. Overall, public high school students complete at a rate of 86.6 percent, ranking South Dakota again among the top 10. The public-only high school dropout rate across grades 9-12 in 1990-91 was 3.34 percent; the cumulative effect over 4 years results in an overall 13.36 percent of young people who entered public high schools but did not finish.

The significant gap in high school graduation rates between Native American students in public/non-public schools in South Dakota and the remainder of the high school population is a grave concern. Figures show that only 27.6 percent complete high school, leaving a total of 72.4 percent of Native American young people who do not complete high school. The percentage of Native American students who drop out somewhere in grades 9-12 in any 1 year is 18.09 percent, with the cumulative numbers totaling 72.4 percent of young Native Americans who started high school but did not finish.

Native American students who enter public high schools complete at a rate of 30.1 percent. The public-only high school dropout rate among Native American students across grades 9-12 in any one year is 17.48 percent; the cumulative effect over 4 years results in an overall 69.9 percent of young Native Americans who entered public high schools but did not finish.

Public high school students complete at a rate of 86.6 percent, ranking South Dakota again among the top 10

Conclusion

South Dakota must improve the success of high school students if it is to achieve a graduation rate of at least 90 percent by the year 2000. The overall public/non-public rates, and especially the public-only rates, are among the best in the nation yet present a challenge for the state during the next 5 years.

The gap in high school graduation rates between Native American students and their counterparts is significant. Eliminating the gap by the year 2000 requires immediate and drastic action in public and non-public schools, and calls for a large measure of support within communities by parents and all citizens. Encouraging students to remain in school through communitywide support is imperative if Native American young people are to enjoy the benefits of high school completion at the same rate as do their counterparts.

Update '92 Alternatives

A growing and important effort among communities to combat dropping out of high school is the emergence of alternative schools in 11 locations, offering programs for drop-outs and students at high risk of dropping out from 48 traditional high schools. This is an increase from 39 schools last year. The alternative sites are funded through federal Job Training Partnership Act (JTPA) monies administered by the South Dakota Department of Labor and through state dollars administered by the South Dakota Department of Education & Cultural Affairs. The 48 districts provide matching funding equal to 50 percent. The goal of alternative schools is to help students return to the traditional high school or to earn a high school diploma in the alternative program. Students choosing the alternative route to the high school diploma complete on-the-job training as well as required course work.

During the 91-92 school year, 554 students enrolled in alternative schools. One hundred ultimately returned to their traditional high school (up from 10 the previous year), 110 earned a diploma through the alternative program, and 249 are continuing to progress toward the diploma through alternative schools.

Dropouts who do not choose to pursue a high school diploma through an alternative school can earn a high school equivalency certificate through General Educational Development (GED) programs located throughout the state. In 1991, 1,113 adults passed the GED test and were awarded a high school equivalency certificate. This number has climbed steadily from 892 in 1989 and 1,075 in 1990. About 61 percent of these people are under 25 years old; about one-third of them are between ages 17-19. Although the increases are positive, it should be noted that the number earning the GED certificate each year is less than the number of dropouts for a single year—the span of years between ages 17-25 represents 9 years. If South Dakota is to meet the goal of 75 percent of dropouts earning a high school diploma or its equivalent, the numbers passing the GED test must increase dramatically over the next few years.

Conclusion

Both alternative school programs and GED programs are available across the state. The numbers participating in and successfully completing each are increasing each year, although not yet at a rate equal to 75 percent of the dropout rate. Parents, educators and communities need to play an active role in encouraging and supporting persons who have dropped out of high school to enroll in one of these options so they become better prepared to lead a life of good citizenship and economic self-sufficiency.

Update '92 Youth at Risk Trust Fund

The Youth at Risk Trust Fund initiated by Governor Mickelson and authorized by the state legislature is now in its second year. Interest from the endowment made $510,265 available for local programs for youth.

In 1992, the Fund awarded 20 grants for youth at risk programs; 8 are start-up projects and 12 are continuation funds for second-year projects. The grants finance programs for potential dropouts, teen parents and their children, delinquents, and single parents. The Fund was established to ensure that all young people in the state have the skills to achieve economic self-sufficiency. Local matching funds are required at 25 percent the first year and 50 percent in the second year of operation.

With continued financial support from the Santee Sioux Tribe, the Flandreau community and a trust fund grant, the Flandreau School District has established a model program to identify and assist at-risk children from birth through eighth grade. By working with children and families at an early age, the program aims to prevent children from becoming high school dropouts. The success of this program has received media coverage.

In Kyle on the Pine Ridge Indian Reservation, the school district established a daycare center for children of teen mothers. This program, like the one at Flandreau, is in its second year of funding. The program has expanded to include parenting classes for mothers and fathers. Eight teenage mothers earned their high school diplomas last year re-enrolling in school while their children were cared for at the center.

The Fund was established to ensure that all young people in the state have the skills to achieve economic self-sufficiency

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Conclusion

Program administrators and local education personnel give the Youth at Risk Trust Fund programs a thumbs up for improving both grades and attendance.

Update '92 Initiatives

South Dakota is implementing additional programs to increase school attendance and graduation levels including initiatives in vocational-technical programs and under the Individuals With Disabilities Education Act.

Effective with the 1992-93 school year, all school districts will be required to evaluate their secondary vocational-technical programs utilizing the following standard: 90 percent of students enrolled in a secondary vocational education program will remain in school throughout the school year, including students identified as traditionally gender under-represented and other members of special populations.

The Individuals With Disabilities Education Act and state administrative rules require school districts to develop and implement transition plans for young people with disabilities, starting at age 14. Transition planning assures meaningful movement from school to post-school life. According to FY 91 statistics, 126 students with disabilities dropped out of school before earning a diploma. This program targets keeping disabled students in school through high school graduation.

Conclusion

Special education and vocational-technical education programs have begun to target dropout prevention among special segments of the high school student body. Although it is too early to speculate on results, educators are positive about the potential of further reducing the state's dropout numbers through these additional efforts.

Twenty percent of the South Dakota high school students are in the 12th grade, 23 percent in the 11th, 27 percent in the 10th and 30 percent in the 9th.

South Dakota's young people completed high school in public/non-public systems at the rate of 83.8 percent in 1990-91. This rate places South Dakota among the top 10 in the nation.

Goal Three

Student Achievement and Citizenship

"By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Objectives

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.

- All students will be acknowledgeable about the diverse cultural heritage of this nation and about the world community.

Update '92 Achievement Tests

The graph below summarizes Stanford Achievement Test results for South Dakota students in Grades 4, 8 and 11. The 50th percentile is determined to be the national average score.

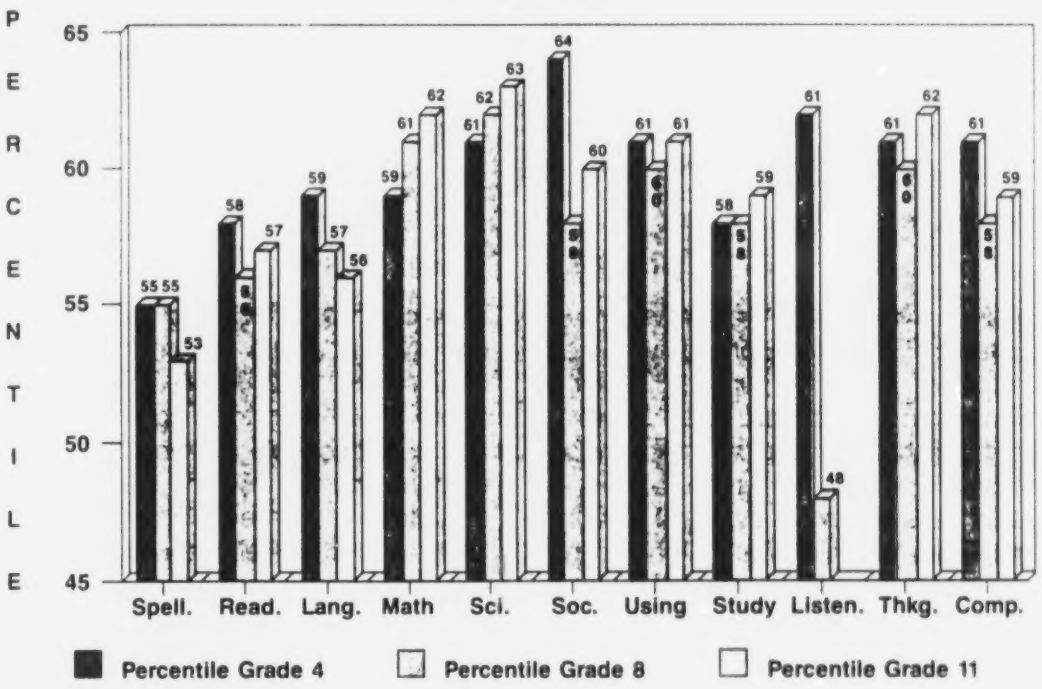
South Dakota students continue to score above the national average on the Stanford and the Otis-Lennon School Ability tests. More than 30,000 students in Grades 4, 8 and 11 took the test during April 1992 as part of the state's annual testing program.

Of the 32 tested categories, scores across all grades increased in 14 areas, remained the same in 5 areas, and dropped slightly in 13 areas. The highest scores for Grade 11 were in Math Applications, Science, Mathematics and Thinking Skills; the lowest were in Spelling and Vocabulary. Grade 8 scored highest in Math Applications, Concepts of Number and Science; lowest scores were in Listening, Spelling and Vocabulary. Grade 4 scored highest in Social Science and Listening and lowest in Spelling, Vocabulary and Math Computation.

A comparison of overall performance from grade to grade reveals that

SOUTH DAKOTA STATE SUMMARY
STANFORD ACHIEVEMENT TESTS (SAT-8)

SPRING 1992



students in Grade 4 generally perform at a slightly higher level than students in Grades 8 and 11. Likewise, students in Grade 8 generally perform at a relatively higher level than students in Grade 11. As students progress through school, the course-of-study moves from **learning** basic skills to **applying** basic skills in the curriculum which becomes both expanded and more varied.

The four year comparison of Grades 4, 8 and 11 indicates consistent performance on standardized tests by South Dakota Students.

Scaled score growth from 1989 to 1992 for Grade 11 shows that students are progressing at the national average growth rate in all domains except Spelling where they fell 6 points below the projected growth.

Females outscored males on the Complete Test Battery at all three grade levels. Female strengths are Reading, Language, Spelling and Study Skills. Male strengths at all three grade levels are Science and Social Science.

In collaboration with the Mid-Continent Regional Education Laboratory, Denver, alternative methods of assessing student achievement are being explored. In addition, South Dakota's National Science Foundation Statewide Systemic Initiative (NSF-SSI) will pilot use of performance-based assessment in its project schools during the 1992-93 school year.

Conclusion

The typical South Dakota student performed at or above the 50th percentile in all major subject areas (except for Listening at the 8th grade level where the typical student scored at the 48th percentile). Even the lower scores (except for Listening) are above the national average.

Update '92 Initiatives

In 1991, the legislature approved Governor Mickelson's proposal and authorized $1.3 million in funding for modernizing education. Eight South Dakota school districts were selected as pilot sites: Belle Fourche, Lyman, Sioux Falls, Sioux Valley, Todd County, Vermillion, Wall and Watertown. Each site developed and implemented plans to redesign curriculum to include more hands-on learning, use community resources, assess student knowledge, and increase parental involvement. At the governor's request, the 1992 Legislature approved funding to bring the number of schools involved in modernization to 16. Added school districts are Aberdeen, Brookings, Chester, Custer, Dell Rapids, Mitchell, Rapid City and Stanley County. More than 20,000 students will benefit from the program this year.

Each site has designed a modernizing education plan to meet local needs with input from parents, businesses and community leaders. The Modernizing project is being coordinated with the $7.5 million, 5-year, National Science Foundation Statewide Systemic Initiative grant awarded to South Dakota in 1991. During the past summer, joint training sessions were held involving over 200 educators. Four regional coordinators have been hired to build linkages between Modernization, National Science Foundation, local schools and the university/vo-tech systems in South Dakota.

The NSF-SSI represents the largest federal education grant received by South Dakota. It initiated the program of collaboration between local schools and public universities with a statewide math-science conference in January 1992. During the 1992-93 school year, 13 sites are funded to undertake significant change in math-science curriculum and to retrain teachers of mathematics and science.

In October, report cards will be issued for all schools in the state for the first time. The Report Card is designed to increase public knowledge of each school's performance. Report cards will include a wide range of information including curriculum, test scores, special services, teacher/pupil ratios, teacher preparation, salaries, enrollment, dropout and retention rates, and revenues and expenditures.

Seventy-five schools have participated in the Effective Schools program which is a team effort involving school boards, superintendents, principals, school staff, students and the community. Using local data, team members target the needs in the school and outline plans for improvement. The entire school staff is involved in implementing the plans and weighing results. The Department of Education and Cultural Affairs sponsors the Effective Schools program.

Over 100 school districts have participated in CREST (Curriculum Restructuring for Effective Schools Tomorrow)summer workshops since 1990. Local teams, composed of teachers and administrators, meet with state and national experts to redesign curriculum to meet the ever-changing needs of students. The program is funded by the Department of Education and Cultural Affairs.

Over $50,000 in local staff development grants are awarded annually by the Department of Education and Cultural Affairs to local schools through a competitive process.

Each site has designed a modernizing education plan to meet local needs with input from parents, businesses and community leaders

Conclusion

South Dakota is at the forefront of education change. Federal, state and local resources are being effectively directed toward strategies which will increase student achievement and ensure that South Dakota students are well prepared for responsible citizenship, further learning and productive employment. The number of schools joining the restructuring effort has increased each year.

Update '92 Citizenship

Much attention was focused statewide on good citizenship and personal responsibility during the 1992 legislative session. Lawmakers amended a 1901 statute requiring schools to teach the values of truthfulness, temperance, purity, public spirit, patriotism, citizenship, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, and due deference to old age. Added to the existing language were "sexual abstinence" and "AIDS instruction."

To implement the statute, the South Dakota Board of Education promulgated rules requiring every accredited school district/system to submit a signed statement of assurance, verifying that principles of moral instruction will be taught to students.

A boost to the state's efforts to expand citizenship activities among students was received with the award of a small federal grant for local community service programs. Schools which offer a STEP program will add a community service requirement to the curriculum during the 1992-93 school year.

The Department of Education and Cultural Affairs will again coordinate the national Mock Student-Parent program among high schools in 1992 as a way to further encourage voter preparation and participation.

South Dakota teachers will be better prepared to demonstrate and coordinate citizenship activities as a result of the South Dakota Board of Education action requiring 3 credits of South Dakota Indian Studies and 3 credits of Human Relations for teacher certification; teachers renewing a certificate are required to complete 1 credit of human relations course work.

Teachers will be better prepared to demonstrate and coordinate citizenship activities as a result of the South Dakota Board of Education action

Conclusion

South Dakota prides itself on the overall high levels of citizenship demonstrated by citizens and modeled in schools. Additional attention and involvement are expected through implementation of new and/or amended statutes and rules.

Most South Dakota high school students do not wear a seat belt when riding as a passenger; 50.1 percent have never ridden in a vehicle driven by someone who had been drinking alcohol; and 72.1 percent have never driven a vehicle while drinking alcohol.

Goal Four
Science and Mathematics

"By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

Objectives

- Math and science education will be strengthened throughout the system, especially in the early grades.

- The number of teachers with a substantive background in mathematics and science will increasee by 50 percent.

- The number of U.S. undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Update '92 National Science Foundation Grant, Vocational Education and Higher Education

South Dakota received a 5-year, $7.5 million grant from the National Science Foundation for strengthening math and science education. Through the grant, the state has started several projects and programs and is adopting math and science standards which emphasize a hands-on approach to learning. Teacher retraining and revamping teacher education programs at the state's colleges and universities are integral components of the grant.

A statewide math-science conference, held in the spring of 1992, introduced school districts and university staff to the challenges and opportunities which can be addressed by the grant.

The National Science Foundation-Statewide Systemic Initiative (NSF-SSI) supports a program of reform in teaching of math and science, kindergarten through university. A total of 102 school districts are involved in the Competitive Grants Program with 13 consortia being awarded Curricular Change and Staff Development Grants and 20 consortia being awarded Planning Grants.

NSF-SSI is also facilitating the development of the South Dakota Mathematics and Science Benchmarks which are performance expectations of students in math and science in grades 4, 8 and 11. The Benchmarks will guide the selection of performance based assessment in selected schools throughout South Dakota. Selected students at grades 3, 5, 7, 9 and 12 will be assessed through open-ended performance tasks.

Further change in math-science assessment is anticipated in vocational education. Effective with the 1992-93 school year, all secondary vocational education programs are measuring student gains in total reading and total math and science.

Overall, South Dakota students again score well above the national averages in math and science and are progressing upwards at the national average growth rate, according to data from the annual administration of the Stanford Achievement Tests in grades 4, 8 and 11. Intensive programs in the development of curricula, teacher training and teaching techniques are being developed to continue this progress and to narrow the gap between measured school ability and actual achievement.

Higher education is an integral player in the efforts to restructure mathematics, science and engineering education. More than $250,000 was awarded to South Dakota last year through the Eisenhower Higher Education Grants Program. South Dakota colleges and

universities are using these funds to enhance math and science education, hopefully resulting in improved math-science instruction and strengthened background for teachers.

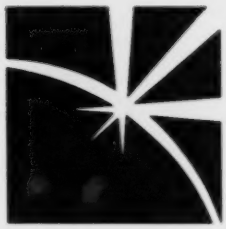
Conclusion

South Dakota is fortunate to have additional federal resources to direct toward the achievement of Goal Four. Programs and projects initiated in the 1991-92 school year are expected to begin yielding results, and additional measurement systems have been established to monitor progress.

Intensive programs in the development of curricula, teacher training and teaching techniques are being developed

South Dakota

NATIONAL SCIENCE FOUNDATION SYSTEMIC INITIATIVE



THINKING BEYOND TOMORROW

HIGHLIGHTS

- South Dakota was awarded a 5-year $7.5 million competitive grant in 1991 from the National Science Foundation for the SD Statewide Systemic Initiative.
- The March 1992 "Thinking Beyond Tomorrow" conference highlighted the potential for integrating mathematics, science, and technology in South Dakota K-12 classrooms, with over 600 in attendance.
- The initial draft of South Dakota Mathematics/Science Benchmarks, or student performance expectations, was developed by educators from across the state.
- Approximately $900,000 was used to fund 13 Curricular Change and Staff Development project sites and 20 Planning Grants and to provide technical assistance to schools throughout the state.
- Over 13,000 South Dakota students participated in the first statewide Performance Based Assessment process.
- Nearly 400 educators have participated in 3-day Calculator Workshops which presented methods and reasons to use calculator technology in the classroom.
- A computer network was established to link all NSF-SSI project sites.

Goal Five

Adult Literacy and Lifelong Learning

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Objectives

- Every major American business will be involved in strengthening the connection between education and work.

- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Update '92 Adult Literacy

The task of promoting and developing literacy among adults in South Dakota is coordinated primarily through the Office of Vocational Education within the Department of Education and Cultural Affairs and the South Dakota Literacy Council. This cooperative effort concentrates on monitoring the literacy rate of adults in South Dakota, encouraging illiterate adults to enhance their learning and communications skills by working one-on-one with a volunteer Literacy Council tutor.

The problems created by illiteracy in a population are not only felt on a personal level, but also on community-wide and statewide levels. South Dakota loses an estimated $10 million a year as a direct result of the problems associated with illiteracy. These problems include crime, unemployment, underemployment and dependence on welfare payments.

The Literacy Council's statewide effort is designed to give one-to-one tutoring to provide a basic skills foundation for recent and former school dropouts. Tutoring aims to give non reading adults and out-of-school teenagers the basic communication skills they need to become full partners in society.

Based on information provided by the South Dakota Literacy Council, it is estimated that the literacy rate in South Dakota falls within a range of 85 to 89 percent. Anywhere from 11 to 15 percent or approximately 85,000 adults in the state require some form of literacy skills training.

This year, the Governor's Office and the Department of Education and Cultural Affairs have jointly provided the South Dakota Literacy Council with $37,500 in state funds to provide training and publicity on a statewide basis.

In addition, approximately $65,000 in federal funds will be provided from the adult basic education program budget to assist with the South Dakota literacy effort during FY 93.

The South Dakota Literacy Council is a volunteer organization of approximately 1,200 tutors (an increase of 400 over last year), 900 clients (an increase of 300 over last year), 33 local affiliates and 400 support volunteers (an increase of 200 over last year). Five regional VISTA Volunteer programs help in organizing and supporting local literacy council efforts.

Twenty-six trained volunteer trainers are available to assist throughout the state for persons or groups interested in establishing volunteer literacy programs.

Six pilot sites were established during the past year to implement the new Family Literacy Project. By the end of 1992 the project will have a total of 15 sites and will continue to expand during the coming year. The Family Literacy Project is coordinated through local literacy councils and is implemented in conjunction with the

aid of Even Start and Head Start programs and County Extension offices. Tutors in the communities are trained to assist the illiterate adults to improve not only their skills, but also to break the cycle of illiteracy within families.

Other areas where the South Dakota Literacy Council has become involved include Workplace Literacy, English as a Second Language, and Learning Disabilities.

Coordination among the local literacy councils, the state's adult education programs, the State Library, the state Departments of Labor and Social Services, VISTA programs and other community support groups provides a foundation for success in the promotion of literacy.

In June 1992, 81.7 percent of eligible South Dakotans were registered to vote. The Office of the Secretary of State estimates this figure will climb to 85 percent by November 1, 1992.

Conclusion

In terms of national standards, South Dakota's literacy rate is high. However, continuing and expanding programs, such as those mentioned above, are vital to reaching South Dakota's goal of a 100 percent literacy rate. Current data indicates that human and financial resources are available across the state to assist persons who want to increase their literacy.

Update '92 Job Training Lifelong Learning

The Job Training Partnership Act (JTPA) is a federally funded program that prepares youth and unskilled adults for entry into the labor force. The program also provides job training for the economically disadvantaged and others who face serious barriers to employment. In South Dakota, JTPA programs are administered through the Department of Labor.

Since JTPA was implemented in 1983, the program has helped more than 57,000 economically disadvantaged, at-risk youth, older workers and dislocated workers in South Dakota. In 1990-91, 7,500 citizens were enrolled in various job training programs supported by the state's $7.1 million allocation of federal JTPA funds.

JTPA offers short-term skill training, on-the-job training, industrial-based training, and work experience to accommodate the needs of adult learners. Short-term skill training is usually sponsored by employers who help design training formats, establish participant screening requirements and make a commitment to hire the trained workers.

On-the-job training reduces training costs and gives workers valuable

experience. Workers are usually job ready, but lack specific skills. Employers may receive up to 50 percent wage reimbursement while training eligible workers. Industrial-based training helps provide a trained work force for new or expanding businesses before they open or during the company's start-up.

During the past year:

- 1,550 adults were served in short-term, on-the-job and industrial-based training programs;
- 558 adults were trained through dislocated worker programs;
- 447 adults received training through the vocational and academic programs offered at the Springfield Correctional Facility;
- 283 adults were served by Older Worker programs.

Each of these reflects moderate to slight decreases except for the Older Worker programs. This figure nearly doubled over last year's count of 161 adults served.

The Adult Basic Education program in the Department of Education and Cultural Affairs funds 28 local adult basic education programs. These programs provide social, intellectual, physical and career opportunities for adults who have not completed a traditional high school course of studies. Adult services are designed to enable participants to acquire skills and knowledge needed to meet the requirements and demands of adult living.

During the past year, 3,203 people were enrolled in adult basic education programs. Locations include school districts, vocational multi-districts, high school programs, the Youth Forestry Camp, tribal colleges, career learning centers, vocational-technical institutes, the Human Services Center and the State Penitentiary.

The state spends more than $7.7 million annually to support four post-secondary vocational-technical institutes. An additional $1.3 million in federal funds are also directed to these programs. Child care centers were constructed at all four vocational technical institutes in 1990, thus facilitating the enrollment of parents in training programs.

More than 3,000 adults receive training annually from the four vocational-technical institutes on an open entry/exit basis. Additionally, over 8,000 adults receive short-term business/industry training and more than 780 enroll in farm-ranch management training.

Conclusion

It is vital, not only to South Dakota but to the nation, that programs are available to adults so they can obtain and maintain the skills necessary to work and function in everyday life. The "Information Age" requires an ever-changing, ever-adapting workforce. South Dakota continues to work toward ensuring that the necessary services are available to all adults to develop the capabilities needed to achieve gainful employment and promote lifelong learning.

Goal Six

Safe, Disciplined, and Drug-Free Schools

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.

- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

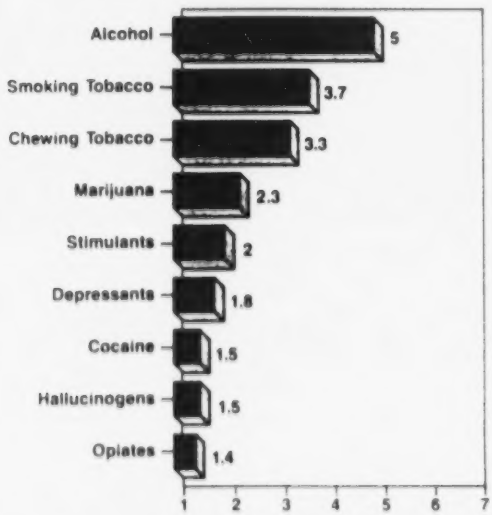
Update '92 Substance Abuse

The data on drug use by students is based on the Youth Risk Behavior survey of South Dakota high school students (grades 9 through 12) conducted in 1990-91 by the Department of Education and Cultural Affairs and the Department of Human Services. Unless otherwise stated, all figures relate to grades 9 through 12.

The percentage of students who have never tried alcohol has increased from 12 in the 1989-90 report to 16 in the 1990-91 report. The survey shows that, among those who have used alcohol, there is not much variance between males and females. Students who have had a least 1 drink for 100 days or more equal 18.6 percent of the South Dakota enrollment. This figure is up from 16.7 percent in the 1989-90 report.

"During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, within a couple of hours?" Fifty-nine percent said "no days," 11.2 percent responded they had done so just 1 day. The percentage declined for 2 through 19 days with 0.7 percent responding they had 5 or more drinks on 20 or more days. The variance between female and male is insignificant until reaching the numbers above 6 days where the percentage of males noticeably outnumbered the females. Only 0.8 percent said they had a drink everyday for the past 30 days; whereas 20.9 said they had drank alcohol 1 or 2 days, and 42.1 percent responded "no days" to the question.

Substance Abuse Ratings



The higher the rating, the more serious the perceived problem.

According to a 1992 survey conducted by the South Dakota Attorney General's Task Force on Drugs, alcohol was viewed by school administrators as the most serious substance abuse in South Dakota schools. On a scale of 1-7, with 1 being "not serious," administrators rated alcohol abuse a 5. Smoking tobacco and chewing tobacco abuse are also rated high. Alcohol is more of a problem today than it was 3 years ago, according to 35 percent of the school administrators; this constitutes a 5 percent increase over the results of a similar survey taken in 1989.

While alcohol is the most accessible drug, it is not the only substance used and abused. Even though most students do not frequently use any particular drug, users remain at risk. More importantly, students who use drugs even infrequently are showing a willingness to try drugs.

The percentage of students who have used marijuana more than 100 times in their life has dropped from 4.5 to

3.9. Correspondingly, the number who have never used marijuana has increased from 74.2 to 78.5 percent, according to a comparison of statistics from the 1989-90 and 1990-91 reports. The breakdowns of usage between 1 or 2 times to 99 times shows slight decreases in marijuana usage from the previous year except among those who have used the drug 20 to 39 times. This category edged upwards by 0.1 percent to 2.5. A total of 90.4 percent of the students, an increase from 88.3 in the previous year, said they had not used marijuana in the past thirty days.

Approximately 95 percent of South Dakota students have never used a hard drug. In most cases of oral usage, the number of those who never used has increased slightly. However, there has been an increase in the percentage who have injected (shot up) illegal drugs. Of the approximate 5 percent who use drugs, almost 11 percent have shot up—an increase from 4.5 percent.

Alcohol was viewed by school administrators as the most serious substance abuse

Update '92 Initiatives

During FY 93, the Department of Education and Cultural Affairs distributed $1,919,287 to local school districts for drug/alcohol prevention efforts as part of the federal Drug-Free Schools and Communities program. An additional $59,490 were awarded to special prevention projects throughout the state including the High School Activities Association's TORCH program, the D.A.R.E. program and in-service training for teachers who work with children of alcoholics.

In addition, the Division of Alcohol and Drug Abuse in the Department of Human Services (DHS) funded requests for proposals in the amount of $472,000 to support prevention programming statewide in FY 93. Additional funding for alcohol and other drug prevention efforts from the Alcohol and Drug and Mental Health block grant adds $322,000 for prevention projects.

The South Dakota Prevention Resource Centers, funded by DHS provide technical assistance, training and curriculum implementation to schools, community-based agencies and individuals upon request. These Centers also maintain speakers' bureaus, resource libraries and support for other state and federal initiatives including the Red Ribbon Campaign.

DHS funds Improvisational Theater Training, an alcohol and drug prevention program for youth, and 7 tertiary prevention programs which serve high risk youth who have become involved in the court system for high risk behaviors.

Also, DHS funds Comprehensive Health Education at a $75,000 level and supports the Midwest Regional Center For Drug-Free Schools and Communities in their training and technical assistance of alcohol and other drug prevention efforts in South Dakota.

The Attorney General's Office sponsors D.A.R.E. which trains law enforcement officers as classroom instructors to provide students drug information, enhance self esteem and decision making skills, and motivates students to use these skills. D.A.R.E. teaches students how to resist peer pressure.

Local police officers are trained to become D.A.R.E. teachers and by the end of the 1992-93 school year these teachers will have reached over 30,000 students. Some 230 schools and 135 communities across the state now participate.

A Drug-Free School Zone Bill introduced by Attorney General Mark Barnett was passed by the 1992 Legislature. Conviction of drugs distribution within 500 feet of schools and 100 feet of youth centers, playgrounds or video arcades now carries a mandatory 5-year sentence.

Local police officers are trained to become D.A.R.E. teachers and by the end of the 1992-93 school year these teachers will have reached over 30,000 students

Conclusion

It is obvious that, as students pass upwards in the school system, the opportunity to use drugs increases proportionately. In-place programs involving parents, teachers, students and communities, state and federal agencies and the public must continue to emphasize drug education, particularly at an early age and continuing through grade 12. Public awareness of the problem of substance abuse among South Dakota students and public willingness to fund prevention projects are increasing, thereby strengthening the coordinated work of parents, schools, communities and the various levels of government. The statewide evaluation of prevention programs, currently being conducted by DHS, will aid in setting the agenda for future action. Statistics verify progress in the area of prevention of hard drug usage; but the opposite is true for alcohol abuse.

More than 75 percent of the South Dakota high school students have not carried a weapon such as a gun, knife or club and 95.9 percent have never been involved in a physical fight which required treatment by a nurse or doctor.

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